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ABSTRACT

Ten of the eleven research monographs which embody the major institutional research thrust of South Oklahoma City Junior College (SOCJC) during 1975 are presented in this compilation. The first study considers the American College Testing Program scores of students entering SOCJC in Fall 1975 in relation to college choice, student characteristics, education information, high school background, and scores of previous classes. The second study compares Fall 1975 and Spring 1976 enrollments in various programs and instructional styles. The third study assesses the characteristics of students who did not complete the enrollment process, their reasons, and their attitudes. The fourth study, based on the responses of recent high school graduates attending SOCJC to questions on their feelings toward the school and its approach, can be compared with the results of a survey of high school graduates not attending SOCJC, the subject of the ninth study. The fifth report summarizes participants' evaluations of a management workshop. The sixth study compares enrollments at SOCJC with those at two other area junior colleges, while the seventh focuses on the effect of SOCJC preparation on the grade point averages of transfer students. The eighth report considers reasons students gave for skipping semesters between taking classes, while the final report, on the tutorial assistance program, looks at student achievement and persistence, and at teacher, student, and tutor attitudes toward the program. (AYC)

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INSTITUTIONAL RESEARCH, JULY 1976

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South Oklahoma City Junior College

JC 790 067

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INTRODUCTION

In August, 1975, certain institutional research studies were begun to provide information needed for the institutional status study. A total of ten comprehensive studies were completed. About a year later, a similar series of eleven studies were conducted to provide needed data for the institutional self study. These studies were directed by the Assistant to the President.

By the fall of 1975 it had become apparent that additional emphasis was needed in the area of research. For example, one of the results of the administrative retreat that fall was the recommendation that a full-time institutional researcher be hired. This recommendation was underscored by a finding of North Central Association consultants visiting the institution in October, 1975 when they indicated "...longitudinal studies planned in educational specifications have been overlooked. Additionally, adequate time must be allotted to do the things the institution says it needs to do."

As a result, a full-time research associate was hired in early December, 1975. The Assistant to the President supervised this person and provided part-time help on research projects. Following completion of the self study research projects in January, 1976, attention was turned to regular institutional research activities. A thorough solicitation of research needs was completed in which all management units of the college were queried as to their particular needs for research information.

While these needs were being identified, community colleges having well established institutional research programs were contacted and some were visited to learn their approaches to establishing an institutional research office and types of research conducted.

Once this foundational work was completed, a PERT chart of proposed institutional research activities was developed outlining a systematic, comprehensive institutional research program for this college. The activities proposed included both one time research projects and recurring, longitudinal studies.

In the upcoming year, research is planned in the following areas:

1. Studies to support the realization of annual institutional goals.
2. Continuation of recurring studies such as student profiles and analysis of ACT scores in order to establish a longitudinal data base.
3. Continuation of studies currently underway such as the comprehensive study of variables affecting enrollment.
4. Initiation of new institutional research studies concerned with specific needs in the management units.

A series of eleven research monographs were completed to summarize the major institutional research projects completed during the last year. These monographs were distributed to all accountability unit heads. In addition, several preliminary reports were completed in such areas as enrollment projections, availability of information in the Learning Resources Center, use of minor enrollment points, and an analysis of a management workshop. Following are the eleven monographs which embody the major institutional research thrust of South Oklahoma City Junior College during the last year.

ACT SCORES ON ENTERING STUDENTS - FALL 1975

RESEARCH MONOGRAPH I

OFFICE OF RESEARCH AND DEVELOPMENT

FEBRUARY, 1976

ACT DATA

One hundred and twenty-three of the 3735 Fall 1975 enrollees had available ACT scores and background data accumulated from the ACT test. This 123 makes up 3.3% of the total full enrollment a fact which must be kept in mind when reviewing the information below. Of the 123 students, 44 (35.8%) were males and 79 (64.2%) were females.

COLLEGE CHOICE FACTORS

ACT asked students to indicate their first, second, and third choice of colleges. SOCJC was listed as first by 59% of the 123 students, second by 20%, and third by 13%.

Students were also asked to look at seven reasons for choosing a college and indicate the most important, second in importance, through the seventh in importance. Indicated in the list below is the percent each factor was chosen as most important by the 123 students enrolled.

1)	Field of Study	42%
2)	Location	28%
3)	Cost	14%
4)	Institution Type	13%
5)	Size	1%
6)	Student Body Composition	0%
7)	Other	6%

EDUCATION INFORMATION

Of the reporting students, 43% indicated that the most education they wanted was a Bachelor's Degree or the equivalent and 15% said they wanted to attend graduate school. Most students saw their major as being in health professions and their vocational choice as being in health related areas. When asked how certain they were about their major, 41% were very sure and 38% were fairly sure.

Students were asked to indicate the educational areas in which they

felt they would need help. Below is a list of the areas and the percent who checked each area:

1)	Mathematics	59%
2)	Educational & Vocational Plans	53%
3)	Study skills	46%
4)	Reading	46%
5)	Personal Counseling	37%
6)	Writing	34%

For the group of 123 students, the major feeder high school was U. S. Grant (21.1%), Moore high school being second with (8.9%). Below is a table containing high school grade point averages and the number and percent of students falling in each interval. At the bottom of the Table is the number of people answering the questions, the mean grade point average, and the standard deviation of grade point averages.

	MALE		FEMALE		TOTAL	
High School GPA	No	% of Total	No	% of Total	No	% of Total
3.50 - 4.00	3	9%	19	31%	22	23%
2.50 - 3.49	15	45%	27	44%	42	44%
1.50 - 2.49	12	36%	15	24%	27	28%
0.50 - 1.49	3	9%	1	2%	4	4%
0.00 - 0.49	0	0%	0	0%	0	0%
Number of People Answering Question	33		62		95	
Mean	2.57		2.94		2.81	
Standard Deviation	.78		.72		.76	

ACT SCORES

Following is a table of ACT scores for the 123 enrolled students taking the test. The table includes the standard score in intervals across each of the sub tests and the composite broken down according to sex and total.

STANDARD SCORE	ENGLISH			MATHEMATICS			SOCIAL STUDIES			NATURAL SCIENCE			COMPOSITE		
	M	F	TOTAL NO.	M	F	TOTAL NO.	M	F	TOTAL NO.	M	F	TOTAL NO.	M	F	TOTAL NO.
36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31-35	0	0	0	0	0	0	1	0	1	5	2	7	0	0	0
26-30	1	1	2	3	3	6	2	3	5	7	7	14	2	1	3
21-25	4	14	18	6	3	9	17	14	31	12	13	25	9	12	21
16-20	17	33	50	17	17	34	3	9	12	13	22	35	17	16	33
11-15	12	16	28	7	27	34	11	18	29	5	30	35	11	35	46
6-10	9	14	23	7	15	22	7	25	32	1	6	7	4	14	18
1-5	1	1	2	4	14	18	3	10	13	1	1	2	1	1	2

COMPARISONS WITH PREVIOUS CLASSES

Following is a table containing data on all entering freshmen who took the ACT test over the last four years. The national averages are indicated in the last column of the table. Blank spaces indicate that the data was not available for that particular year.

TABLE I

YEAR-TO-YEAR CHANGES IN COLLEGE'S CLASS PROFILE
AVERAGES AND MEANS FROM CURRENT NATIONAL NORMS

	FRESHMAN CLASSES				NATIONAL ENROLLED
	72-73	73-74	74-75	75-76	STUDENT NORMS
ACT STANDARD SCORES					
English	14.5	16.9	17.1	15.7	18.2
Mathematics	13.6	15.1	15.3	13.4	18.9
Social Studies	14.7	16.3	15.9	14.7	18.7
Natural Sciences	17.2	18.7	19.1	18.7	21.1
Composite	15.1	16.8	17.0	15.8	19.4
HIGH SCHOOL GRADES					
English	2.52	2.52	2.87	3.00	3.03
Mathematics	2.28	2.35	2.17	2.54	2.62
Social Studies	2.44	2.66	2.88	2.95	3.08
Natural Sciences	2.54	2.65	2.66	2.87	2.83
Avg. of 4 grds (HSA)	2.41	2.55	2.65	2.81	2.89
HIGH SCHOOL OUT-OF-CLASS ACTIVITY					
Leadership			1.62	1.24	1.87
Music			1.65	1.52	1.68
Speech			0.56	0.73	0.94
Art			0.67	0.99	0.88
Writing			0.79	0.65	1.01
Science			0.38	0.27	0.52
Athletics			1.78	1.72	2.51
Comm Services			0.87	0.87	0.99
Work Experience			1.77	2.29	1.63
COLLEGE GPA PREDICTED					
By Student			2.71	2.70	2.80
By ACT			0.00	0.00	2.50
STUDENT REPORTED HSA			2.78	2.76	2.82

TABLE I (Cont'd)

	FRESHMAN CLASSES				NATIONAL ENROLLED
	72-73	73-74	74-75	75-76	STUDENT NORMS
EDUC ASPIRATION					
Voc/Tech Degree	7	2	7	5	2
2-Yr College Degree	31	37	26	33	14
Bachelor Degree	46	39	41	43	43
1-2 Year Grad School	4	8	9	7	17
Prof Level Degree	4	9	9	8	18
FAMILY INCOME					
Less than $3,000	3	5	4	4	4
$3,000 - 5,999	12	9	5	8	7
$6,000 - 7,499	12	9	10	9	6
$7,500 - 14,999	47	42	44	38	33
$15,000-19,999	13	8	7	12	9
$20,000 & Over	3	3	9	6	10
RACE-ETHNIC BACKGROUND					
Afro-American	0	2	4	4	6
Amer-Indian/Eskimo	1	2	2	3	2
Caucasian American	93	86	74	78	71
Mexican American	-	-	0	2	2
Oriental American	1	0	1	0	1
P Rican/Spn-Spg Am	-	-	0	1	1
Other	-	-	4	2	3
Not Given	-	-	15	10	6
EXPRESSED NEED FOR HELP					
Educ & Voc Plans	32	26	39	53	42
Writing Skills	68	48	40	34	32
Reading Skills	47	40	46	46	36
Math Skills	62	67	70	59	55
SPECIAL PROGRAM INTERESTS					
Ind Study, Honors Crs	-	-	51	38	
Adv Plcment Eng	9	10	29	18	27
Adv Plcment Math	10	8	10	9	20
Adv Plcment for Lang	1	3	11	8	-
COLLEGE EXTRACURRICULAR PLANS					
Music	-	-	29	25	-
Student Government	9	14	26	15	32
Publications	9	18	23	25	34
Debate	4	12	11	12	13
Dramatics-Theater	-	-	11	21	19
Religious Org	20	27	34	31	33
Political Org	12	16	21	13	18
Frat or Sorority	7	14	23	11	40
NUMBER OF STUDENTS	71	123	82	123	

OTHER INFORMATION AVAILABLE

Other information is available on the 123 students including racial-ethnic background comapared with income level, students' own ratings of their own high school academic record, and other colleges chosen when they listed SOCJC as either their first, second, or third choice as a school to attend.

COMPARISON BETWEEN
FALL 1975 & SPRING 1976
ENROLLMENT

RESEARCH MONOGRAPH II

OFFICE OF RESEARCH AND DEVELOPMENT
FEBRUARY, 1976

The total number of students enrolled in the fall semester was 3735 while the total for the spring was 3605. Although a decrease in the number of students appeared between the spring and fall semester, the number of credit hours taught and the FTE both increased. (fall credit hours 27,753, spring credit hours 28,963; fall FTE 1850, spring FTE 1931). Of these totals a greater proportion were males both times (50.5% fall and 54.2% spring), females made up 49.53% of the total in the fall and 45.8% in the spring.

AGE OF STUDENTS

Between the two semesters, the average age of the students was very similar (fall 28.1 years, spring 28.57 years) the range of ages for both groups was relatively similar (fall from 17 to 66 years, spring from 16 to 67 years). Average age of the males remained constant across the two enrollments (fall 28.44 years, spring 28.7 years) while females showed a slight increase from fall to spring in average age (fall 27.75, spring 28.41). In both semesters the largest proportion of students (70.1%) were in the age range from 16 to 31 years.

DAY AND NIGHT CLASSES

In considering the times a student attends classes, in both semesters it appears that the students enrolled in just night classes make up the greatest percent of students (fall 60.4% of the total, spring 55.41% of the total). It can be seen that the percent of the total is not quite as large during the spring semester as it was in the fall. The percent of students enrolled in just day classes remained stable across the two semesters (fall 22.2%, spring 22.4%), while the percent of students enrolled in both day and night classes increased slightly in the spring (fall 17.4%, spring 22.21%).

In looking at the sex of the students and the time of classes, it can be seen that females during both enrollment periods make up the greatest proportion of students enrolled in day classes only (fall 58.4% spring 61.5%). While the males have the greatest proportions in the night only (fall 51.3%, spring 59.5%) and both day and night classes (fall 58.3%, spring 57.8%).

TYPES OF INSTRUCTION

The types of instruction under consideration are: Individual paced (IP), Group paced, (GP), and Multiple paced (MP), as well as all combinations of these three.

	IP	GP	MP	IP/GP	IP/MP	GP/MP	IP/GP/MP
FALL	1.4%	44.6%	11.1%	3.3%	1.9%	31.7%	6.4%
SPRING	2.8%	38.3%	11.6%	4.2%	3.0%	34.1%	6.1%

Although the percentages enrolled in both semesters changed some, the order of the two groups is identical when the percent is ranked from highest to lowest for the types of instructions.

When considering the types of instruction across times of class, it was found that both semesters the greatest percent of students taking only day classes were enrolled in courses of both the MP and GP type of instruction (fall 40.7%, spring 40.8%). Students enrolled in only night classes had the greatest proportion of students enrolled in GP courses, again this was for both semesters (fall 63.3%, spring 56.0%). Those students enrolled in both day and night classes again are similar across both semesters with the greatest proportion taking both MP and GP courses (fall 53.9%, spring 50.3%)

REGISTRATION AND DEGREE PROGRAM

Both semesters the majority of students were enrolled as part time students (fall 71.4%, spring 67.2%) rather than full time students. An interesting observation can be made when looking at the data, full-time students have had a lower average age than part-time students both semesters (fall part-time 28.55 years, spring part-time 29.26 years and fall full-time 27 years, spring full time 27.18 years). In going one step further it can be seen that both semesters it is the females that cause the difference in the average age of part-time and full-time students.

	Transfer	First Time Enrollees	Readmitted	Graduated
Fall	19.8%	35.4%	40.0%	4.9%
Spring	22.4%	39.5%	33.4%	4.7%

From the above table it can be seen that in the spring semester the greatest percent of students were first time enrollees where in the fall it had been readmitted students. But the top two catagories containing the greatest proportion of students remains readmitted and first time enrollees across both semesters.

The same type of comparison can be made across the program the student indicates he is planning to enter.

	Immediate job Entry	Program Leading to Transfer	Continuing Education
FALL	63.3%	35.5%	1.3%
SPRING	62.0%	36.9%	1.2%

In this case the percentages indicate that the two semesters are identical. For both semesters the students indicating transfer as their program had the lowest average age (fall 26.55 years, spring 26.9 years), immediate job entry was next (fall 28.93 years, spring 29.47 years) and the greatest average age was in continuing education (fall 33.82 years, spring 34.38 years).

OTHER BACKGROUND CHARACTERISTICS

Other background information is available on such items as family income, ethnic background, and marital status for both groups.

CHARACTERISTICS OF STUDENTS WHO DID NOT COMPLETE THE ENROLLMENT PROCESS SPRING, 1976

RESEARCH MONOGRAPH III

Office of Research & Development

March, 1976

CHARACTERISTICS OF STUDENTS WHO DID NOT

COMPLETE THE ENROLLMENT PROCESS

SPRING, 1976

A number of students each enrollment period are identified as having begun the enrollment process but not completing the process by paying their fees. One hundred and fourteen such students were identified after Spring, 1976 classes began. In order to find out why they did not complete enrollment, students were contacted by telephone and asked why they did not complete enrolling, if they were working or going to another school, and if they saw a need for changes in the enrollment process. Of the one hundred and fourteen students, eighty-eight made up the sample to be contacted, this being the number who had telephone numbers on file in the Admissions Office. Of the 88 studetns, 65 were reached and responded to the questionnaire (73.9%), 16 (18.2%) were either wrong numbers or disconnected numbers, and 8 (9.1%) were not reached after having been tried from six to eight times over a three-day period.

Responses to the Questionnaire

The first question asked was "Why didn't you come to South Oklahoma City Junior College this semester after having begun enrollment here?" Sixty-one percent of the sixty-five students responding indicated one of three reasons for not completing enrollment. The top three are: financial problems (27.7%) which kept them from paying the fees needed to complete enrollment, a lack of time (21.5%) in most cases due to work and/or family responsibilities, and health problems (12.3%). Other reasons and the percent of students who gave each are listed in Table I below.

Table I

Reasons for Incomplete Enrollments

Reason	Number Responding	Percent of those Responding
Financial	18	27.6%
Lack of time	14	21.5%
Health Problems	8	12.3%
Moved	4	6.2%
Missed fee paying day	4	6.2%
V.A. problems with paperwork	3	4.6%
Grading system	2	3.1%
Decided not to attend college	2	3.1%
Classes wanted were filled	2	3.1%
Personal Problems	2	3.1%
Other unrelated reasons	6	9.2%
	65	100.0%

They were also asked what they were doing presently. Fifty-eight and five-tenths percent said they were working (43.1% full time and 15.4% part time), eight students, or 12.3% said they were presently enrolled in a college other than SOCJC, with half of these being at Oscar Rose, one will enter OU, one is at OSU Tech., and two are out of state (University of Oregon and University of Tampa), while 29.2% said they were not going to school or working.

The third question asked of the 65 students reached was whether they would make changes in the enrollment process and, if so, what. Forty-four (67.7%) said no changes need be made and a number indicated

the process was good, four had no comment to the question, and seventeen (26.2%) indicated they would not change the enrollment process, but they would change other things, such as--the counselors do not know enough about what should be taken (four students indicated this as a problem area), better people in V.A. (two students identified this as a problem), and make the fee payment process more clear (indicated by two studnets). These and other observed problem areas are listed in Table II below:

Table II

Suggestions for Changing the Enrollment Process

Reason	Number Responding
Counselors should know more about what should be taken	4
Better people in V.A.	2
Make fee payment process more clear	2
Offer more classes during the evening	2
Upgrade the quality of education (make it harder)	1
Would like an extension on paying fees	1
More courses when they fill up	1
Change grading system	1
More courses to choose from at registration	1
More people so process will take less time	1
Would prefer not to have to see a counselor when just taking one course	1
	17

Of the 65 studnets talked to, 19 indicated during the survey that they were planning to enroll again. A number of these even indicated that they were planning to enroll for this March, 1976 entry point.

Students not completing enrollment compared to those who completed enrollment Spring, 1976

The average age of students enrolled in the Spring, 1976 was 28.57 years,

with a range from 16 to 67, while the average age of students not completing enrollment in the Spring was 22.36 with a range from 17 to 51. This gives a strong indication that it is the younger student who is not completing enrollment; perhaps, because he or she is not as financially secure or as sure of his or her needs for the future as was shown in part by the telephone survey.

In terms of the registration, of those who completed enrollment 61.9% were first time enrollees or transfers and 38.1% were readmitted or graduate students. Of those not completing enrollment, 36.8% were first time enrollees or transfers and 63.2% were readmitted or graduate students. This finding points out the fact that the largest proportion of those not completing enrollment are students who have been here before while the largest proportion of those attending are students who are new to SOCJC.

In considering background information, sex, marital status, and race or ethnic background, all had similar distributions between the two groups. Family income, though, had a greater number of students indicating their income range fell between $6,000 and $7,499 and a fewer number indicating $12,000 for those not completing enrollment. This can be tied in with the major reason students said they did not complete enrollment, which was financial problems.

Other background characteristics on students not completing enrollment are available upon request.

Pages 17-24, containing Research Monograph IV, "Tuition Increases," were deleted prior to the document's being submitted to the ERIC Document Reproduction Service.

JUNE 1975 HIGH SCHOOL GRADUATES

ATTENDING SOCJC

RESEARCH MONOGRAPH V

OFFICE OF RESEARCH AND DEVELOPMENT

APRIL, 1976

The June 1975 high school graduates attending SOCJC during the fall 1975 semester were identified during the month of October. These students were to be questioned to identify their feelings about SOCJC and its educational approach, and to get their impressions of why other recent high school graduates had not come to SOCJC.

PROCEDURE

Names and addresses of the June 1975 high school graduates attending classes were compiled during the month of October, 1975. Two hundred and fifty-three names were identified but by the time of initial mailing, two students had left the area; therefore, the final sample size was two hundred and fifty-one. It was decided, due to the small size of the group, to mail questionnaires to all two hundred and fifty-one students rather than choosing a sample.

The questions to be asked were developed using in-put from both faculty and staff members. After having rewritten the questionnaire a number of times, the final draft was given to fourteen work study students at the college, and their comments on the clarity of the wording of questions were considered. The final form of the questionnaire (included at the end of this report) was mailed out to the two hundred and fifty-one identified students at the end of October, 1975. During November, 1975, those students who had not returned their questionnaires were contaced either in class or by mail a second time. Those students not returning the questionnaire after the second contact, were contacted a third time in their classes or with a post card reminder.

After three contacts, one hundred and thirty-eight of the two hundred and fifty-one questionnaires were returned (55%) leaving one hundred and thirteen not returned. In March, 1976, it was decided that a sample of the one hundred and thirteen non-respondents would be chosen to identify if their responses would be different than the one hundred and thirty-eight who had responded. On investigation, it was found that seventy-seven students (68% of the 113 non-respondents) had not re-enrolled, thirty-six students had re-enrolled but eighteen of these had since stopped attending classes. Therefore, ninety-five of the one hundred and thirteen non-respondents (84%) are no longer attending SOCJC. Of the eighteen non-respondents still attending SOCJC, seven were contaced and five responded to the questionnaire.

RESULTS

On the follow-up of non-respondents done in March, it was found that the reponses of the five students were similar to those one-hundred and thirty eight who had responded to the questionnaire initially. This result can be explained since in the follow-up, we were dealing with students who had re-enrolled in classes and the greatest percent (about three fourths) of the one-hundred and thirty-eight initial respondents had re-enrolled. Those whose responses might have been different than the one-hundred and thirty-eight initially responding would have been from the ninety-five non-respondents who had not returned to school here in the spring. But, due to lack of current addresses and phone numbers, it was impossible to contact these people. The re-enrollment rates of the two groups (the one-hundred and thirty-eight respondents and the one-hundred and thirteen non-respondents) is of interest. Of the one-hundred and thirty-eight respondents, one-hundred and two (74%) were attending classes during March, while of the one-hundred and thirteen non-respondents, eighteen (16%) were attending classes in March indicating perhaps that the people who did not respond to the questionnaire were those who did not feel SOCJC was for them.

The percent of each response on each of the questions for the one-hundred and thirty-eight respondents is included in Table I. Also included after the responses to the questions are written responses which students indicated. The most significant findings are that 75% (103) of the students would describe SOCJC in a positive manner. When asked how they had heard of SOCJC, the two alternatives chosen most often were friends and high school counselors or teachers. When considering why they had chosen to attend SOCJC, the two alternatives indicated most frequently were, low tuition and closeness to where the student lives. The greatest percent of students responded that their plans at SOCJC are to complete a degree and transfer to a four-year college.

When asked about SOCJC's educational approach, the largest percent of students (57%) said they would enroll because of the educational approach. And of the other 43%, 35% said the educational approach would not affect their decision to enroll one way or the other.

Ranking the various areas under educational programs according to the percent of students responding either excellent or good, it can be seen that

professors were indicated as good or excellent by the greatest percent of students, (85%); courses next at 78%; then faculty interest in students, (76%); open space (66%); grading system (64%); LRC (61%); and last, instructional media (58%).

Ranking the services offered by the college in the same way, enrollment procedures were indicated as good or excellent by the greatest percent of students (83%); next was the student store (82%); then the counseling services (62%); financial aids (36%); student activities (24%); and Veteran's services (20%). Those services ranked fourth, fifth, and sixth may be there because over 50% of the responding students indicated that they had not used the service.

Additional courses or programs (47%); a sports program (41%); a different grading system (38%); and more student activities (34%) were all rated as changes which the responding students felt would interest more recent high school graduates in coming to SOCJC. Many respondents indicated other areas besides the four listed as possible areas of change (these are included after question 8a in Table I). When students were asked why more of their high school classmates did not come to SOCJC, 50% indicated that a lack of familiarity with the school was the problem. Again, a number of students (28%) wrote-in the reasons they felt students would not attend SOCJC and these can be seen at the end of Table I.

Other information and analysis of the questionnaires is available if it is desired.

TABLE I

Responses to Questionnaire Mailed to June, 1975 High School Graduates Attending South Oklahoma City Junior College Fall 1975 Semester

	Percent of 138 Responding
1) In describing SOCJC to others, my comments are:	
a) Strongly positive	24
b) Positive	51
c) Neutral	24
d) Negative	3
e) Strongly Negative	1
f) Other	2
2) I elected to attend SOCJC because of:	
a) Low tuition	56
b) Close to where I live	63
c) Educational approach	30
d) Course and/or program available that I wanted	36
e) Recommended by a relative	23
f) Recommended by a personal friend	27
g) To take enrichment courses	6
h) Other	9
3) My decision to enroll in more courses at SOCJC would be influenced in the following manner:	
a) I would enroll because of the educational approach	57
b) I would not enroll because of the educational approach	8
c) My decision would not be influenced by the educational approach	35
4) My plans at SOCJC are to:	
a) Complete a degree program and transfer to a baccalaureate institution.	40
b) Complete a degree or certificate program and go to work or continue working.	26
c) Just take a few courses.	29
d) Other	10
5) How did you first hear about SOCJC?	
a) Parents	17
b) Brother or sister	13
c) Other relative	8
d) Friends	25
e) High School counselor or teacher	22
f) Newspaper	13
g) Television	12
h) SOCJC students	13
i) SOCJC faculty or staff	9
j) Other	13

TABLE I - Continued

	Percent of 138 Responding
6) My overall assessment of the college's educational program is:	
a) College grading system:	
1) Excellent	16
2) Good	48
3) Fair	20
4) Poor	9
5) Neutral	2
6) Have not used service	4
b) I would rate my professors:	
1) Excellent	31
2) Good	54
3) Fair	8
4) Poor	4
5) Neutral	2
6) Have not used service	1
c) Faculty interest in students:	
1) Excellent	30
2) Good	46
3) Fair	16
4) Poor	4
5) Neutral	2
6) Have not used service	2
d) I would rate my courses:	
1) Excellent	17
2) Good	61
3) Fair	17
4) Poor	2
5) Neutral	3
6) Have not used service	1
e) Use of instructional media	
1) Excellent	29
2) Good	29
3) Fair	12
4) Poor	2
5) Neutral	3
6) Have not used service	25
f) Services in the LRC	
1) Excellent	21
2) Good	40
3) Fair	14
4) Poor	2
5) Neutral	0
6) Have not used service	23
g) Open Space	
1) Excellent	29
2) Good	37
3) Fair	14
4) Poor	2
5) Neutral	12
6) Have not used service	7

TABLE I - Continued	Percent of 138 Responding
7) My overall assessment of College services is:	
a) Enrollment procedures:	
1) Excellent	18
2) Good	65
3) Fair	13
4) Poor	3
5) Neutral	1
6) Have not used the service	1
b) Counseling services:	
1) Excellent	18
2) Good	44
3) Fair	20
4) Poor	4
5) Neutral	0
6) Have not used the service	14
c) Financial aid services:	
1) Excellent	17
2) Good	19
3) Fair	6
4) Poor	2
5) Neutral	3
6) Have not used the service	53
d) Student activities	
1) Excellent	8
2) Good	16
3) Fair	12
4) Poor	3
5) Neutral	3
6) Have not used the service	57
e) Veteran's services:	
1) Excellent	5
2) Good	15
3) Fair	2
4) Poor	2
5) Neutral	2
6) Have not used the service	76
f) Student Store:	
1) Excellent	26
2) Good	56
3) Fair	10
4) Poor	2
5) Neutral	2
6) Have not used the service	5
8-A) In your opinion, what could interest more of your former high school classmates in attending SOCJC?	
a) A different grading system	38
b) An intercollegiate sports program	41
c) Additional course or program offerings	47
d) More student activities	34
e) A different image	11
f) Other	15

TABLE I - Continued

	Percent of 138 Responding
8-B) Why do you believe your former high school classmates who attended other colleges or universites did not come to SOCJC.	
a) Followed family or school tradition of attending other institutions.	36
b) Were not familiar with SOCJC	49
c) Didn't like our educational approach	24
d) Couldn't get courses or programs they wanted	25
e) Other	28

Written comments to the questionnaire on specified questions follow.

COMMENTS NOT PERTAINING TO ANY QUESTION:

1) *While you could draw more people to SOCJC with a sports program, I don't think it would be the proper approach. A friend of mine, who knew little more than that SOCJC was here, is going to O.U. I showed him around and explained the academic approach and he was very enthused; however, he is still attending O.U. due to the football team and the status.*

   Personally, I think the approach here is excellent, and I would be very disappointed if it is changed.

2) *I enrolled in Beginning Typing but I was the only one in the class that was really a beginner. Now I am so far behind I think it was a waste of time because I don't know how to type enough to make it beneficial in my work. I think if you enroll in a beginner class that it should only be for beginners. The other students should be in a refresher course.*

3) *In my opinion, SOCJC serves its purpose very well. I really don't think its purpose is primarily to serve people fresh out of high school. In that respect, however, it does just as good or better a job as any other junior college. I understand the average age of the students of SOCJC is 27. Your college provides an excellent place for people that age to go to school. Whatever their reason for going. Frankly I don't think that the average age will ever be any lower.*

4) *I would like to suggest that you all look at the smoking in the classroom. I don't think students should be allowed to smoke in class, because its very irritating when half of the class lights up and you can't even see the teacher and also because of health reasons.*

5) *I have only taken one Tennis Course. Although it was very enjoyable I feel unable to answer these questions satisfactorily. Perhaps after I have taken more courses I can answer another questionnaire.*

Question 1: (Describing South Oklahoma City Junior College)

1) *It's really a nice school and I enjoyed going there but your credits (most of them) aren't transferrable.*

2) *I really enjoy this college and recommend it to others because the system makes sure you learn your courses.*

3) *I feel SOCJC has good qualified teachers.*

Question 2: (Elected to attend South Oklahoma City Junior College)

1) *I like the small classroom size and openness of everybody out here.*

2) *To take basic freshman classes - can come at night.*

3) *To change the establishment some day because knowledge is power.*

4) *Received scholarship (3)*

5) *Wanted to go to night school*

6) *Wanted to take AIB Course (3)*

7) *Required for my job*

8) *O.U. wouldn't let me go there and have my own apartment.*

Question 4: (Plans)

1) *Taking courses till I decide what I want to do. (4)*

2) *Take no more classes. (2)*

3) *Take some courses before enrolling in another school. (6)*

Question 5: (First heard of South Oklahoma City Junior College)

1) *The drafting teacher at O.S.U. Tech highly recommended you.*

2) *Certified Surgical Technologist National Office - Denver,Colorado.*

3) *Through my high school. (2)*

4) *I attended a seminar or workshop at SOCJC. (2)*

5) *Brochure*

6) *I live nearby and saw it built. (4)*

7) *Because of my interest in T.V. production and photography I was requested by Bob King at KOCO-TV Channel 5 to go to SOCJC and further my education but my education in the broadcasting field has been hendered by the required courses I have to take.*

Question 8A: (Different Image)

1) *They think a bunch of old people or hippies go there.*

2) *Student Activities Center should have a television and jukebox.*

3) *More advertising would help. Before I enrolled, I had never heard of this school before. Outside Oklahoma City there are very few people who know anything about this school.*

4) *A school where you meet more people your same age (recent high school graduates).*

5) *Show the advantages of two year schools over four year. Show off beauty and accomodations.*

6) *Sometimes open space causes problems such as trying to take a test or speaking.*

7) *Not so much the community college type image. (A little racier)*

8) *I came from a school overseas. Each student went to a different state after graduation.*

9) *It would simply have to be a four year institution.*

10) *Needs more of an air of permanence. Credits won't stand up many places.*

11) *Most consider it a place to get a two-year degree not prepare for a 4-year degree.*

12) *A lot of people don't think credits will transfer to major colleges, you should make this more clear.*

13) *They didn't want to go to a Junior College*

14) *Not so many "older" people attending*

15) *Atmosphere - i.e., open space*

16) *Straighten up your act, the place is squirrely*

17) *Would rather have closed classrooms; cannot concentrate because of too much noise.*

Question 8A: (Other)

1) *Most of my friends think they have too much class to go to a school where people are nice. I think it's fantastic.*

2) *Allow people that really need money to get it like for an emergency.*

3) *Don't really know.*

4) *The way the tests are handled such as when you flunk a test you have a chance to take it over.*

5) To me everything is just fine and I don't really know what would interest other kids. Everything about the school interested me.

6) Band or instrumental music.

7) The ones that aren't going to SOCJC aren't interested in college.

8) Nothing - you can't help because a Junior College has an image that you go there because you can't afford to go to a big-time college and all junior colleges are looked at this way.

9) Be more sports minded (kids might come here in hopes of getting a scholarship from big university if they were passed by in high school)

10) I am the only student who came to Oklahoma.

11) More things to do and entertain between classes.

12) More publicity - a lot of kids where I come from have never heard of SOCJC.

13) I believe if you would send representatives to small town high schools on their college day for seniors - I think you would have more interest in the school.

14) Everyone I went to high school with likes it.

15) Not so many old people

16) Better bus schedule

17) More help with work.

18) the whole time I was there I couldn't decided whether I was in a parking garage or a basement.

19) Do away with the module type system

20) make SOCJC a four-year college

Question 8B: (Attending other schools)

1) Afraid credit would not transfer.

2) Can't get money when you really need it. Other people that have gone here probably told them or talked to them about the college. Some Blacks said they couldn't get any money: a student loan because they said they weren't eligible for it and they were on welfare and didn't have a job. Some had kids as dependents or responsibilities.

3) Most of my friends weremajoring in Band which SOCJC doesn't have.

4) No intercollegiate sports such as baseball, basketball, or football.

5) Wanted bigger school, where other friends went.

6) Wanted to live on campus away from home.

7) difficult to transfer to other college.

8) didn't think their credits would transfer.

9) they didn't want to

10) didn't have the big status (doesn't appeal to them) make this school proud to go to.

11) most are very football minded and wanted to live on campus.

12) need sports such as basketball, football, etc.

13) most of them wanted to go to a four year college and get a degree

14) the grading system does not please too many people that are taking majors.

15) They had heard stories that SOCJC credits are not transferrable to some universities.

16) Lived too far away - like me.

17) Live in Kansas

18) wanted to move away from home and live on campus

19) most wanted to go to four year schools

20) Because it is a new college and there are rumors about the grading system.

21) nothing

22) they wanted to go away from home

23) they just didn't want to come

24) no dorms. most wanted to get away from home

25) prestige of going to bigger school

26) more kids the same age

27) they just wanted to go to a four year college and have fun, not study

28) It's just a new school.

29) wanted to move out from their parents and be on their own. Wanted to live on campus.

30) lured by big colleges

31) they just wanted to attend a four year shoool

32) lived closer to Oscar Rose but after I told them about SOCJC wished they had looked at our school first.

33) *Heard bad comments from students about way of conducting classes.*

34) *SOCJC was not a four year college*

35) *Open classrooms are too much - i.e., activity, noise, people coming and going, not enough concentration.*

36) *wanted to go to large university.*

Pages 39-40, containing the Survey of June, 1975, High School Graduates, were removed from the document prior to its being submitted to the ERIC Document Reproduction Service.

EVALUATION OF
MANAGEMENT WORKSHOP
HELD APRIL 22-23, 1976

RESEARCH MONOGRAPH VI

Office of Research and Development
May, 1976

Participant opinions were solicited concerning the two-day Management Workshop held April 22-23, 1976, at the Holiday Inn, Northwest. Previous workshops were held out of the Oklahoma City area so an attempt was made to analyze the advantages and disadvantages of holding workshops closer to our campus.

RESULTS:

A total of twenty-six persons (100%) responded to the questionnaire that was distributed after the workshop. Overall, the workshop appears to have been successful in that eighteen respondents (69%) rated the workshop "Excellent", while the remainder rated it "Average". The number of participants at this workshop was seen as the recommended size for subsequent workshops by nineteen participants (73%).

The accommodations (meeting rooms, refreshments) were generally ranked as average by nineteen participants (73%). The same percentage indicated their preference that the next meeting be similarly held in Oklahoma City, off campus, while five respondents (19%) voted to have it at a State lodge.

Forty-seven comments were received concerning workshop weaknesses. While a broad variety of comments were made, two weaknesses were mentioned more frequently than others and related to the brainstorming sessions. The first comments centered on the sessions being over organized or covering the wrong subject areas. The second comments centered on having a "social hour" prior to the brainstorming session which had an adverse effect.

Concerning strengths of the workshop, forty-eight comments were received and there were few consistencies observable, except a general feeling that the interaction with people from different parts of the college was beneficial. Similarly, there was no constant thread of suggestions for topics and types of sessions for future workshops. Over 88% of the respondents indicated their preference for future workshops being one to two days in length. As can be seen from Attachment D, small group activities were the most popular workshop events, followed at some distance by presentations on progress of current goals, brainstorming sessions, and management quizzes.

Dale's chicken jokes were statistically significant at the .001 level as being the lowest ranked activity. They were so low, in fact, that on a normal curve they would rank nine standard deviations below the mean!

An item by item numerical and narrative summary follows:

EVALUATION OF MANAGEMENT WORKSHOP
April 22-23, 1976

In an attempt to strengthen future workshops, we would appreciate your assessment of the recent Management Workshop. Please complete this form and return it to Richard Gilliland by Friday, April 30, 1976.

1. *Overall, how would you rate the workshop?* 18 *Excellent;* 8 *Average;* 0 *Poor*

2. *Twenty-seven people participated in the workshop. Next time, how many participants would you recommend?* 2 *More than 27;* 19 *21 to 27;* 1 *14 to 20;* 1 *7 to 13;* 0 *Less than 7.*

3. *How were the accommodations (meeting rooms, refreshments)?* 6 *Excellent;* 19 *Average;* 0 *Poor.*

4. *I prefer the next meeting be held:* 19 *In Oklahoma City, away from campus;* 5 *At one of the State lodges;* 0 *On campus;* 0 *Other (Please Specify)* _____.

5. *Please describe two weaknesses of this workshop:*
   1. SEE ATTACHMENT A FOR RESPONSES
   2. _____

6. *Please describe two strengths of this workshop:*
   1. SEE ATTACHMENT B FOR RESPONSES
   2. _____

7. *What suggestions do you have for future Management Workshops in terms of topics covered and types of sessions?* SEE ATTACHMENT C FOR RESPONSES

8. *What should the length of future Management Workshops be?*
   23 *1 to 2 days;* 2 *3 to 4 days;* 0 *4 to 5 days;* 1 *4 days with only morning or afternoon sessions;*
   ____ *5 days with only morning or afternoon sessions.*

9. *Please rank the following Workshop activities: (1 is best, 2 is 2nd best, etc.)*
   SEE ATTACHMENT D FOR RANKING
   ____ *The small group(committee) work.*
   ____ *The presentations on progress of current goals.*
   ____ *The brainstorming sessions.*
   ____ *Management quizzes.*
   ____ *Dale's chicken jokes.*

10. *Please list any other comments or suggestions concerning this or subsequent workshops:* SEE ATTACHMENT D FOR RESPONSES

NAME: _____ *(Names will not be identified with responses; please sign so we'll know we have your response).*

ATTACHMENT A

RESPONSES TO QUESTION 5 OF EVALUATION: Please describe two weaknesses of this workshop.

1. Timing of the Happy Hour - It's perfectly O.K. to have one though.
2. Brainstorming sessions could have been open rather than topic oriented.
3. Brainstorming sessions were backward looking, rather than forward.
4. Did not effectively identify overlaps among the 4 groups. (2 or more groups operating on same concern)
5. Loss of time in giving partial reports.
6. First Day - too long.
7. Noise distractions.
8. An excess of booze for a few folks who become obnoxious; any social hour should be after work sessions.
9. Very tiring - more frequent short breaks.
10. Not prioritizing the small group recommendations.
11. Brainstorming session after boozing.
12. Food should be furnished for lunch.
13. Finalization of goals and priorities should be done before leaving.
14. Didn't know about going far enough ahead to make plans.
15. Brainstorming session came too late in a long day.
16. The brainstorming session agenda.
17. The large brainstorming groups.
18. Mood was not set.
19. Do not feel liquor should have been available while working.
20. Too many interruptions.
21. Dale's Chicken jokes.
22. Each group of the brainstorming session should have covered different topics.
23. Goal setting groups should have wider separation for more comfort and less noise. Get each group in separate rooms or areas.

Question 5 - Continued

24. Too many participants.

25. Too many concerns.

26. There was not enough lead time for input from the entire college.

27. Committees could have used secretarial support.

28. Not enough pre-planning by PPC in minimizing overlap of topics.

29. Orientation session did not include describing process of collecting, sorting concerns.

30. Brainstorming sessions with such large groups tend to be ineffective.

31. Not having the concerns divided up, wasted time.

32. Using same people to chair comms- due to overlap, should rotate to give experience, etc.

33. Lack of time to explain implications of Contingency Leadership Model which is an integral part of the Tri Dimensional Leadership Instrument. (This criticism is directed toward the need to set the stage with some information - Don't try to make a management workshop out of a goal setting meeting.)

34. Brainstorming session could have been more productive if held at a time when people's minds were fresher. Many folks were tired after the daytime session.

35. Need separate meeting areas for committees.

36. Brainstorming - a large list of topics or let people choose their topics.

37. I don't really think we needed the alcohol before the evening session.

38. Perhaps we could have arranged for blackboards for each group.

39. First day too long. Effectiveness diminished.

40. Alcohol should be reserved until after business is finished for the day.

41. Meeting room for general session had to compete with rooms on either side.

42. Time wasted in meaningless management quizzes and review of quizzes.

43. Time wasted in excess verbage at general sessions.

44. Large number of items to be handled by Adm. Com.

45. Wet Bar and work.

46. Everyone was pretty tired to go into an evening brainstorming session.

47. Brainstorming sessions were over-organized and groups were too large.

ATTACHMENT B

RESPONSES TO QUESTION 6 OF EVALUATION: Please describe two strengths of this workshop.

1. Interaction amoong people from other shops.
2. It was well organized.
3. It was results oriented.
4. Group processes in small group work.
5. Consideration of all concerns.
6. The working relationships which develop in solving specific problems.
7. The concentrated time with no distractions.
8. Comprehensive input came from all areas.
9. Well organized.
10. Full participation of all management levels plus faculty.
11. Small group sessions.
12. Faculty participation.
13. Group interaction.
14. Hearing the concerns of other college staff.
15. Hearing the ideas of other college staff.
16. Off campus location.
17. The manifest down-to-business attitude.
18. The motivation was good.
19. The desire to accomplish was evident in all.
20. Management quizzes.
21. Conducted locally.
22. Overlap of some committee's responsibilities proved helpful.
23. Opportunity for intensive planning and thought about South Oklahoma City Junior College.
24. All people involved were allowed to "get away" and concentrate on the TOTAL college.
25. The committees allowed working relationship between areas where there is not a lot of day to day interaction.

Question 6 - Continued

26. Working on specific problems with goal of proposing solutions.

27. Working with people from other areas of South Oklahoma City Junior College.

28. Working in small groups with a cross-section of people.

29. Involving faculty and a larger number of management.

30. Objectives were clear.

31. Dale Gibson kept momentum.

32. Good participation by attendees.

33. Attempt to compare "Longitudinal" data.

34. Better process used in goal setting (as compared to last year).

35. Good group interaction.

36. Allowed different people to associate with persons other than the ones they have contact with every day.

37. It was good to be away from telephones.

38. It was good that the three V.P.'s did not have to "chair" the groups.

39. A good representation from all areas of the school.

40. Groups were good size for working.

41. Management tests.

42. Loss of inhibitions by participants.

43. Concept - school goals established by universal input.

44. Heterogeneous groups working well together.

45. Accomplished a lot of work in short time.

46. Developed appreciation of problems of others.

47. Good overall organization - we kept moving.

48. An excellent means of chartering goals.

ATTACHMENT C

RESPONSES TO QUESTION 7 OF EVALUATION: What suggestions do you have for future Management Workshops in terms of topics covered and types of sessions?

1. Some actual training sessions on specific topics, ie MBO, curriculum desired, developmental studies.

2. Have some that see "future" oriented - dealing with things we are not getting done. "Concerns" tend to relate to the status quo.

3. Preplan reporting back to larger group in a way that will allow results to be in writing.

4. A little more time spent in brain storming sessions. Also, topics assigned ahead of time so thoughts could be collected, etc.

5. Use of group experience exercises.

6. Prepare multimedia presentations for variety.

7. Rotate faculty representatives so that more will understand problems and processes of management. (Next time invite eight).

8. Objective performance criteria for Administrator evaluations. Organizational restructuring for job efficiency.

9. Defining responsibilities and authority.

10. The same format would enhance the continuity of the planning program.

11. More continuity in workshop topics. The goal of "goal determination" was well planned; however, everything outside of that operation seemed to be filler with no purpose or result.

12. It was a good idea to assign topics of discussion to the brainstorming groups; however, each group could have been given different topics and twice as much ground could have been covered.

13. Keep groups smaller and have more sessions if everyone must be involved.

14. Have several sessions covering an introduction to data processing and how it may be used.

15. Type of sessions - Brainstorming.

16. It's good to have structure, but there should be some opportunity for interaction with specific structure. For example, BS could go on with small groups (different from small groups used in goal setting).

17. Goal setting, mid year evaluation of achievement,possible some long range planning.

18. Leadership styles, MBO, Unit President concept.

Question 7 - Continued

19. Build on strength of small group interaction.

20. Brainstorming could be at an earlier time in the day.

21. Would like a good outside speaker.

22. Annual goal setting - five year plan goal setting - sensitivity and methods of dealing with subordinates.

23. Administrative support concern - general Institutional concern.

24. Allow for more spontaneity; have a management consultant; hand out and discuss an outline of information on status of college programs, in addition to 10 major goals.

ATTACHMENT D

RESPONSES TO QUESTION 9 OF EVALUATION: Please rank the following Workshop activities: (1 is best, 2 is 2nd best, etc).

	Ranked #1	Ranked #2	Ranked #3	Ranked #4	Avg. Rank
SMALL GROUPS	23	4	-	-	1.2
PRESENTATIONS	-	7	15	5	2.4
BRAINSTORMING	1	10	3	12	3.0
MANAGEMENT QUIZZES	1	6	7	11	3.1

RESPONSES TO QUESTION 10 OF EVALUATION: Please list any other comments or suggestions concerning this or subsequent workshops.

1. Have one every six months.
2. A little more lead time for Faculty input.
3. Have two per year.
4. Goals should be prioritized and finalized during workshop. Distribute list of concerns before workshop.
5. This was my first attendance for the college - perhaps I am being too critical.
6. Committees should be given charge to return some concerns.
7. If workshops are held in places where people must drive home afterwards, do away with the "refreshments".
8. They should be held in March.
9. Definite indication that Management skills have improved in past year.
10. I think there are some real advantages in having them in the Oklahoma City area.

COMPARISON OF ENROLLMENT WITH GRADUATES BETWEEN SOCJC, ORJC, AND TJC

RESEARCH MONOGRAPH VII

Office of Research & Development

May, 1976

To obtain information about the enrollment and the number of degrees conferred, Regent's Reports were used. Academic year 1970-1971 was the first year ORJC (Oscar Rose Junior College) and TJC (Tulsa Junior College) listed graduates from their institutions in the Regents Reports, while SOCJC was first listed as conferring degrees in academic year 1972-1973. In order to compare the percent of degrees granted to enrollment across institutions, the first year each institution had graduates will be compared, no matter what academic year it happened to be.

The percent of graduates was arrived at by dividing the total number of students graduating by the number of students enrolled during the spring of the academic year in which they graduated. The table below shows each school, the number enrolled, the number who graduated, and the percent of graduates.

ber of rs of duating	ORJC			TJC			SOCJC		
	Number Enrolled	Number * Graduated	Percent	Number Enrolled	Number * Graduated	Percent	Number Enrolled	Number * Graduated	Percent
First	1962	11	.6%	2986	12	.4%	1073	5	.5%
Second	2994	86	2.9%	3745	170	4.5%	1620	36	2.2%
Third	3924	173	4.4%	4178	320	7.7%	2703	104	3.8%
Fourth	5421	257	4.7%	4583	387	8.4%	----	---	---
Fifth	6951	356	5.1%	5571	385	6.9%	----	---	---

* Number Graduated includes both Associates Degrees and Certificates.

As can be seen from the above table, SOCJC is similar to both schools in the first graduating class. TJC has a greater percent graduating the second and third year than we do at SOCJC. We have remained fairly close to ORJC in the percent graduating across all three years.

A COMPARISON BETWEEN HIGH SCHOOL AND TRANSFER GRADE POINT AVERAGE

RESEARCH MONOGRAPH VIII

Office of Research & Development

May, 1976

The sample for this study included all students who had transferred to either the University of Oklahoma (OU) or to Central State University (CSU) and had been to no school other than South Oklahoma City Junior College after high school and before attending OU or CSU. A total of 127 students was initially identified as fitting this category; upon examination of those student's records, it was found that 28 students had attended another college before coming to SOCJC and 36 others did not have high school records available. After eliminating these two groups of students, a sample of 63 remained.

The two transfer institutions were looked at separately first and then together as a total group. The information being looked for was the effect SOCJC had on the student's GPA. In order to obtain this information, a comparison between high school and transfer institution GPA was made. It must be kept in mind that a number of variables in addition to attendance at SOCJC have certainly played a part in what happens to the GPA between high school and college.

The first step is to determine if there is a relationship between the high school GPA and the college GPA. Looking at the 42 transfer students at OU, the correlation between the two GPA;s is significant at the .05 level ($r = .30$). In considering the 21 CSU studnets, the relationship between the two GPA's is significant again at the .05 level ($r = .497$). The total group is significant at the .01 level ($r = .449$). All three tests were two tailed tests. A plot of the total data, the regression line, and the equation of the regression line is included in Table I.

The next step, once it has been determined that there does exist a significant relationship, is to look at the means of the two GPA's. This data is presented in Table II. It can be seen that at both universities and also in the total sample, high school GPA is higher than the students' GPA at the transfer institution. The obtained means, because they were different, were tested to see if the difference was significant. Using a t-test to compare the

means and testing at the .05 level of significance, it was found that neither the OU studetns nor the CSU students had statistically different means; the difference between the two means in the total group was also not significant. The t values are presented in Table II.

The other comparison was made between the length of time a student spent at SOCJC (number of hours he took) and the student's GPA at the transfer institution. It was felt that the greater the number of hours taken at SOCJC, the better a student would do at their transfer institution. A correlation coefficient of .213 was obtained which is statistically significant at the .05 level using a one teiled test. Because of the large variation in number of hours taken, the data was grouped so that a Chi^2 test could be used to check for a relationship between the two variables. GPA intervals and hours completed at SOCJC intervals, as well as the frequency in each cell, are given in Table III. The Chi^2 value of 12.135 was not significant at the .05 level. The fact that the ungrouped data gave a just significant result and that the data appeared to have no significant relationship when grouped, reflects the fact that the relationship is minimal.

SUMMARY AND CONCLUSIONS

When considering our students and how they did after leaving SOCJC as compared to how they had done before attending SOCJC, it can be said that their GPA remained relatively constant. They showed neither a significant increase nor decrease in GPA between high school and transfer institution. There was also an indication that as the number of hours taken at SOCJC increased, the transfer GPA was higher. However, this finding was just significant and it can not be said to be a very dominant trend in the data.

The indication then is that taking courses at SOCJC did not have a negative effect on how students did after transferring to another university;

although over all the studens considered, course work at SOCJC did not have a positive effect on the transfer GPA, the greater the number of courses taken, the higher the transfer GPA. This is a slight indication that course work at SOCJC helps a student after transferring. But keep in mind that there are many other variables such as increased age, experience, motivation, responsibilities, etc., which can be affecting a person's performance.

TABLE I

Regression Line for Comparison Between High School Grade Point Average & Transfer Grade Point Average.

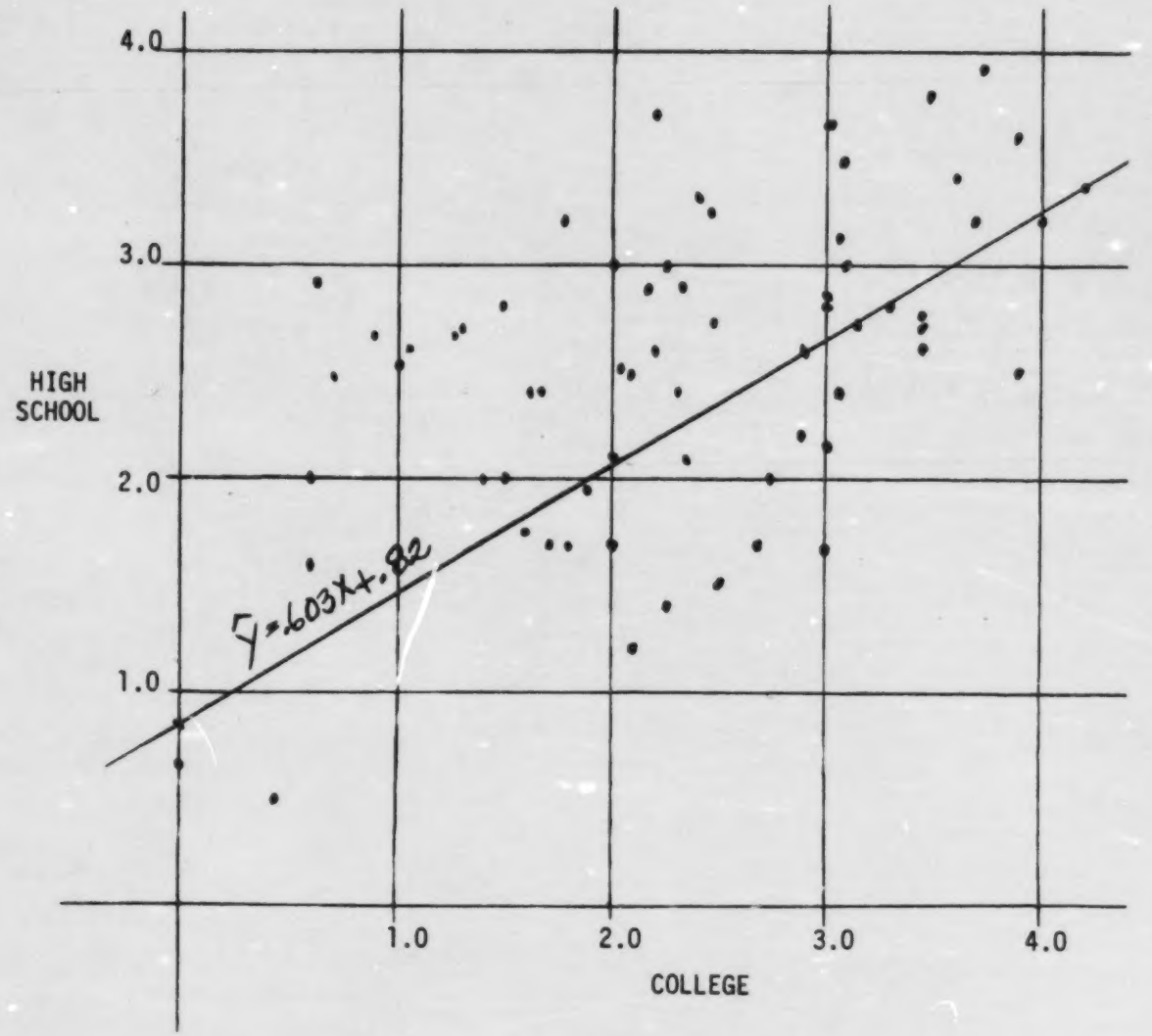


TABLE II

Mean Grade Point Averages for High School and Transfer Institutions and t values.

	OU	CSU	Total Transfers
Average High School GPA	2.516	2.600	2.544
Average Transfer GPA	2.290	2.482	2.354
Number of Students	42	21	63
t value & Degrees of Freedom	1.26/82	.534/40	1.310/124

TABLE III

Chi^2 Table

GPA at Transfer Institution	0-12	13-24	25-36	37-48	49-60	61-72	Total
0 - 1.00	3	1	1	1	1	0	7
1.01 - 2.00	4	2	3	2	2	1	14
2.01 - 3.00	13	3	3	1	3	2	25
3.01 - 4.00	2	1	3	4	3	3	16
TOTAL	22	7	10	8	9	6	62

REASONS STUDENTS GIVE
FOR STOPPING - OUT

RESEARCH MONOGRAPH IX

OFFICE OF RESEARCH & DEVELOPMENT

June, 1976

Two hundred and fifty-four students were identified as having attended classes at South Oklahoma City Junior College prior to the Fall 1975 semester, not during the fall semester, and had returned in the Spring 1976 semester. These students were classified as "stop-outs", i.e., they had skipped anywhere from one to nine semesters between taking classes at the college. To the sample of 254, a short postcard questionnaire (a copy of which is contained in Table I) was mailed in March, and to those who had not responded by the beginning of April, the questionnaire was mailed a second time. Of the 254, 72 (28.3%) answered questionnaires were received and 34 (13.4%) were returned unable to be delivered. One-hundred and six, then of the 254 (41.7%) which were mailed were returned in one form or another.

The sample size of responses was 72 but of this number, ten were unable to be used, one because the respondent indicated this was the first semester (Spring 1976) he had attended class here; three because they indicated they had not returned in the Spring; and six respondents because they indicated that they had not skipped any time between enrollments. This left 62 usable responses (24.4%), a relatively low response rate. When looking at the patterns of responses on the following pages, keep in mind that the responses may be biased due to this low return rate.

The first question was used to divide the respondents into groups so that the data might be looked at according to the length of time a student had skipped between semesters. Group I contains 7 people who indicated their last enrollment was Fall 1972, or Spring or Summer 1973 (7 to 9 semesters skipped). Group II is made up of 14 people who indicated their last enrollment was Fall 1973 or Spring or Summer 1974 (4 to 6 semesters skipped). Group III is made up of 37 people indicating their last enrollment as being Fall 1974 or Spring or Summer 1975 (1 to 3 semesters skipped). Group IV is made up of 4 respondents who failed to respond to the first question and therefore, the number of semesters they had skipped between enrollments was unable to be determined.

A list of the actual responses of people on question two is contained in Table II. In Group I, the largest number of people (43%) indicated some type of job related obligation as their first reason for skipping semesters.

In Group II, 57.2% of the people indicated their main reason for skipping semesters was family and/or job responsibilities. In Group III, the greatest percent of respondents (16.2%) indicated that illness caused them to skip semesters. Thirteen and five tenths percent of the respondents indicated that they had no time, while job responsibilities, the desire to attend another school, and the lack of availability of classes were each indicated by 10.8% of the people. These five reasons then make up 62.1% of the total number of reasons given by Group III. Of the four people in Group IV, three indicated that they were taking courses offered off campus (American Institute of Banking or Talk Back Television) and the courses were not offered each semester.

The main reasons given for skipping semesters appears to be similar across Groups I - III and that was family and job responsibilities. In Group IV, it seems to be non-availability of courses which was the problem.

The second reason for skipping semesters on Question 2 was most often left blank. However, after no response, the next greatest response for Group I was attending another shcool, (28.6%). Group II indicated financial reasons (21.4%). Group III indicated illness (8.1%) and Group IV indicated attending another school (25%).

The responses to Question 3 on why they returned are listed completely in Table III. The highest response rates in Group I are on three alternates, each receiving 28% of the responses. They include picking up required courses while going to another school, working to increase job potential, and to get an education. In Group II, only one response, "to take a course", appeared more than once and it received 21.4% of the responses. Group III had two responses, which between them received 38.9% of the responses, they included: to complete degree requirements (25%) and that needed courses were offered (13.9%). Group IV, two people (50%) responded that the Talk Back Television courses they needed were available. The main reasons for coming back seems to be to take courses and to take courses which previously had been unavailable.

Pages 62-66, containing Table I (Postcard Questionnaire), Table II (Reasons for Leaving), and Table III (Reasons for Coming Back), were removed from the document prior to is being submitted to the ERIC Document Reproduction Service.

MAY 1975 OKLAHOMA CITY HIGH SCHOOL GRADUATES' ACTIVITIES SINCE GRADUATION

RESEARCH MONOGRAPH X

OFFICE OF RESEARCH & DEVELOPMENT
July, 1976

Information was being sought from high school graduates of a year ago (May 1975), on what they are presently doing. They were asked if they were working, going to school or involved in some other activity. They were also questioned to see if they had heard of South Oklahoma City Junior College upon graduating from high school and if they had, why they had not chosen to come to South Oklahoma City Junior College.

The Sample

The information was collected from the graduates of nine Oklahoma City area high schools. The schools included were: Capitol Hill, Grant, Southeast, Douglass, Classen, Northeast, Star Spencer, John Marshall, Northwest Classen, and Moore. The graduation lists of these high schools included 2,723 names but only 2,458 included complete addresses; therefore, only 2,458 graduates made up the sample.

The Procedure

The three questions under consideration were: what they are presently doing, whether they had heard of SOCJC upon graduating, and why they had not attended SOCJC. These three questions were able to be written on the back of a postage paid postcard (included as Table I) so that the respondent could answer the questions and then just drop the responses into a mail box. It was decided that only one mailing would be done, and that at the end of thirty days or after having four consecutive days of no response, whichever occurred first, the receiving of responses would be over. If a significant number of responses were received after the set date they would be recorded and presented later as an appendix to this report.

The Results

As of June 25, which was thirty days from the original mailing, 274 response cards had been received and 9 envelopes had been returned unable to be delivered. These numbers give a total response rate of 11.6% with 11.2% being responded to questionnaires and .4% being undeliverable. This is not a good response rate but due to the fact that addresses were a year old, that many students were no longer living at home, and that a lack of interest in filling out questionnaires exists, the response rate is higher than had been expected. Table II contains a graph of the days and the number of responses received each day.

Of the 274 responses received, 17 indicated that they were students at SOCJC, five indicated they were going to school here full-time and not working, with 12 indicating they were going to school either part-time or full-time and working either part or full-time. Of course all 17 said they had heard of SOCJC on graduating from high school and they did not respond to the last question since they had come to school here.

This left a total 257 responses from people who had not attended SOCJC after graduating from high school. These people have been divided into three groups according to their response to question one. Group I is made up of all those people who indicated they were either working or going to school. Group II is made up of thsoe who said they were both working and going to school. And Group III are those who indicated they were going to school full-time but holding down a summer job.

Group I had a total of 139 people in it and Table III contains the exact responses of these people. But from looking at the data, it can be seen that of the 139, 38.1% were working full-time, 5.8% working part-time, 35.3% were going to school full-time, 2.9% going to school part-time, and 18% indicated something else either in a branch of the service or unemployed.

TABLE I
THE QUESTIONNAIRE

I. What are you doing?

a. Working: full time ☐ part time ☐

b. Going to school: full time ☐ part time ☐

What school? _____

c. Other _____

II. Upon graduating from high school, had you heard of South Oklahoma City Junior College? Yes ☐ No ☐

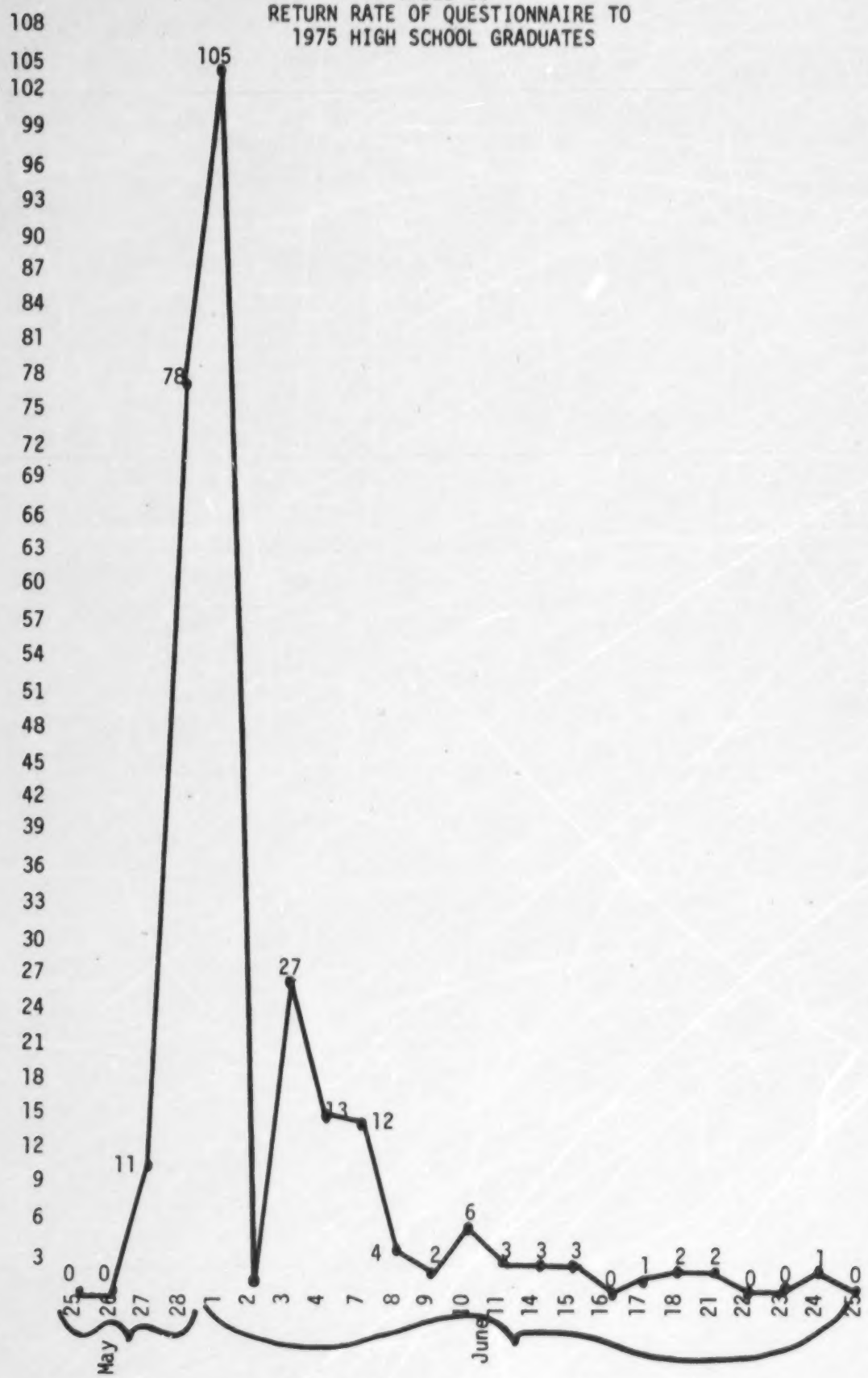
III. If you had heard of us but did not come to South Oklahoma City Junior College, what was your main reason for not coming?

_____

_____

_____

TABLE II
RETURN RATE OF QUESTIONNAIRE TO
1975 HIGH SCHOOL GRADUATES



When these people were asked if they had heard of SOCJC, 80.6% indicated they had and 12.9% said they hadn't or they didn't know. The schools which more than one student indicated they were attending were: OU (11), OSU (11), CSU (4), ORJC (4), Haskell Indian Junior College (3), Oklahoma School of Banking and Finance (2). The main reasons these graduates indicated they did not come to SOCJC were:

(1) They wanted to go to another school (32 responses, 28.6%, 16 of which specifically indicated a 4 yr. school)

(2) No information about SOCJC - (12 responses, 10.7%)

(3) Not enough money - (11 responses, 9.8%)

(4) Not interested in school - (10 responses, 8.9%)

(5) Didn't have the curriculum (or level thereof desired - (9 responses, 8.0%)

(6) Wanted to work - (7 responses, 6.3%)

(7) Planning on school at some later date - (7 responses, 6.3%)

(8) Scholarship and/or financial aid at another school - (5 responses, 4.5%)

(9) Too far away and no transportation (4 responses, 3.6%)

(10) Married and went to work (4 responses, 3.6%)

(11) Moved out of state - (3 responses, 2.7%)

(12) Undecided on continuing education - (3 responses, 2.7%)

(13) Wanted to move out of OKC - (2 responses, 1.8%)

(14) Been to SOCJC - (1 response, .9%)

(15) Not a big enough school - (1 response, .9%)

(16) Fear of problems in transfering credits - (1 response, .9%)

(17) Not attending school - (1 response, .9%)

The most common responses then seem to be that they wanted another school and many indicated this other school should be a 4 year college. Other

frequent responses were not enough money, no interest in school, and we did not have the desired curriculum.

Group II which is made up of people who indicated they were both working and going to school, contains 91 people. Those working full-time and going to school part-time, 12.1%; 69.2% indicated they were working part-time and going to school full-time, 11% were going to school full-time and working full-time, and 7.7% were going to school part-time and working part-time. The schools being indicated by more than one student were: OU - (21), CSU - (17), OSU - (13), ORJC - (8), OCSWJC - (7), and OCU - (5). When asked if they had heard of SOCJC 83.5% of these people said yes, 12.1% said no.

Of those responding in this group the two most often indicated reasons that were given for not attending SOCJC were:

(1) Received a scholarship and/or financial aids from another school - (6)

(2) Too far away - (4)

(3) Heard negative comments about staff, school, and/or grading system - (4)

(4) Not a big enough school - (3)

(5) Fear of problems in transferring credits - (3)

(6) Not interested in 2 yr. school with no athletics - (3)

(7) Moved away - (1)

(8) Wanted to live away from home - (1)

(9) Went to work (1)

(10) Wanted a B.S. without changing schools - (1)

The actual responses made by Group II for all questions can be found in Table IV.

Group III contains 27 people who indicated they were full-time students but were working in the summer. Seventy-four point one percent were working full-time and 26% were working part-time. The schools which were indicated by more than one student included: OU - (9), OSU (9), and OBU (4). Twenty-three of the 27 said they had heard of SOCJC and 3 said they had not.

When asked why they had not attended, the two responses having the greatest percent were: first they wanted another school (8 responses, 34.8%, four of which said they wanted a 4-year school) and second we did not have the type or level of curriculum they wanted (7 responses, 30.4%) Other problem areas included:

1) Fear of a problem in transferring credits - (3)

2) Received a scholarship at another school - (2)

3) Not a big enough school - (2)

4) Not interested in changing schools after 2 years - (1).

The actual responses made by the 27 people in this group can be found in Table V.

Summary

It appears that the most commonly stated reasons for people not coming to South Oklahoma City Junior College after high school is (1) that they wanted another school, usually designating a four-year college, and (2) that we did not have the curriculum they wanted or the curriculum was not adequate in their area of study.

Pages 75-81, containing Table III (Responses to the Questionnaire Made By Group I) and Table IV (Responses to the Questionnaire Made By Group II), were removed from the document prior to its being submitted to the ERIC Document Reproduction Service.

Table V

Responses to the Questionnaire Made By
Group III
N = 27

Question	Number Responding	Percent of Total
1.What are you dong?		
Working		
Full-time	20	74.1
Part-time	7	26.0
Going to School		
Full-time	27	100.0
Part-time	0	0
Schools attending:		
OSU	9	33.3
OU	9	33.3
OCC	1	3.7
CSU	1	3.7
Washington U.	1	3.7
ORJC	1	3.7
OBU	4	14.8
Bethany Nazarene	1	3.7
2.Had you heard of SOCJC before graduating?		
Yes	23	85.2
No	3	11.1

3.The main reason for not coming to SOCJC.

1) Not sure credits would transfer to a university
2) I planned to go to OSU for quite a while since it was the best school for my major (FRCD)
3) OU has an excellent school of Psychology and that is my major. I knew nothing of a Psych. school at SOCJC.
4) They did not offer enough of a selection of majors and I wanted to attend a 4 yr. college & major in architecture however I am now going to major in Business
5) Becuase the degree program I wanted to enter wasn't up to the standards of OBU
6) Not have Home EC department or Art
7) Not a 4-yr. college
8) Scholarships

9) Wanted a bigger school
10) No dance programs
11) I heard alot of your credits didn't transfer to other 4 yr. colleges. Your way of testing & grading seems to easy, but I don't really know much about that part since I haven't gone there
12) Wanted to go to OU
13) I wanted to go to a large university
14) Two reasons 1) had a scholarship at OSU 2) SOCJC is not yet accredited I believe
15) Becuase, I wanted to go to a Christian School
16) I wanted to attend a 4-yr college & I liked OSU
17) Because I heard that some of your courses are pass or fail which I didn't like. I would like to take summer school there but I didn't know if the credits would transfer to OU
18) I had already decided on attending OU. I chose OU because of recomendations by several relatives & for its non-academic activities as well as the academic. Also - because it was there (and still is)
19) I didn't want to attend a JC, I wanted to leave home, SOKCJC is too small
20) Wanted to go to OSU
21) I'm an Engineering Major and saw no reason to spend 2 yrs. at a JC when I needed to be at OU in the Engineering College
22) Wanted to start on four year Computer Science degree that required a lot of math and computer programing language in freshman and Soph. years
23) Decision made for Washington U a long time before graduation. Educational goals - geology & language unsuitable for SOCJC

INITIAL EVALUATION OF THE TUTORIAL ASSISTANCE PROGRAM

RESEARCH MONOGRAPH XI

OFFICE OF RESEARCH & DEVELOPMENT

July 1976

INTRODUCTION

The Tutorial Assistance Program (TAP) began on April 1, 1976, to offer aid to students having problems in classes. This aid was offered at no cost to the student with the tutors being paid through the program. All a student wishing to use the service needed to do was obtain an indication from his instructor that he was having trouble in a course and that he would benefit from the type of assistance provided by the program.

DATA COLLECTION

Data on the various aspects of the program was collected from the beginning of the program. The information which is available covers the following areas: the number of students and tutors involved in the program, the number of people who have returned for help a second time, the number of people mastering courses after receiving tutoring compared to the numbers in the general population for the same time span mastering courses, and written evaluations developed by the counseling staff of the program from the students, tutors, and the instructors of those receiving tutoring.

RESULTS

In trying to determine the overall effectiveness of the program one of the things to be considered is the number of people who are taking part in the program. From the beginning until the 30th of June, one hundred and twenty-two people have requested tutoring, 61 have been tutored, and 71 people have been listed as tutors. The number of tutors as well as the number of students receiving tutoring varies from day to day as some finish and others begin.

Another area which will give an indication of the effectiveness of the program is the number of students who come back to the program. Until the 30th of June, 5 students (2 in the same semester for different courses and 3 in

two different semesters) had returned. This number will probably increase as summer school classes draw to a close.

The third area considered is the number of students who mastered the courses they were being tutored in. Of the 61 students who had received tutoring, only 53 had records available which indicated the number of courses mastered. Data is available only on students who were receiving tutoring in classes which began in either January or March, this then limits the number of courses tutoring was received in to 68, of this number, 32 M's (47.1%) were recorded on transcripts as of May 21. In looking to compare this to the percent of M's in the total school for the January and March entry there were 9,245 possible M's and 5331 M's (57.7%) were given as of May 21. It can be seen that a little higher percent of M's exists in the general population than in the group of those who received tutoring. Before drawing any conclusions from this finding, keep in mind that the program was not started until April 5, which was well into both of these semesters. A comment often made in the questionnaire responses was that if tutoring had been available earlier in the semester then more students would have mastered the courses they were tutored in. Therefore, it is possible that the percent of M's will increase as the program is in effect over an entire semester for then students won't begin tutoring so far behind. Another comparison along these same lines would be to look at the past records of those receiving tutoring. In undertaking this, two interesting findings appear: first that of the 53 students receiving tutoring in the spring, 1976, 23 were not students at any time before spring, 1976. This indicates that 43.4% of the total receiving tutoring (just a little under one-half) were new students to the school. A second finding is that in looking at those who are not new students, the number of courses begun in either Entry 2 or 3, 1975 was 101 and the number mastered as of May 21, 1976, was 77. These numbers give a 76.24% mastery level. In comparing this to the general population, 10,524 courses were begun and 5,889 M's were given as of

May 21, 1976. This gives a 55.96% mastery level for the general population. When comparing the percent in the tutored group with that in the general population it appears that a greater percent in this group mastered courses than the general population. These two findings indicate that the students receiving tutoring are made up of two groups, the first being new students and the second being those who in general, master a greater percent of courses than in the general population. They could perhaps be called the conscientious students who on the first indication of a problem sought to find a way to get back on top. The students who many would say should be served are not seeking the help but are just continuing along mastering only a few of the courses they take each semester.

One other means of evaluating the program was through a series of questionnaires given to all those involved with the program. The groups responding to questionnaires include the students being tutored, the people doing the tutoring, and the faculty members who had students who were tutored. Looking at the students who received tutoring, 54 questionnaires were sent out and only 15 were returned; this gives a response rate of only 27.8%. In generalizing from these results, one must be careful because the group responding may be a special sample of those who received tutoring. Table I contains all responses made and a copy of the questionnaire as the student received it. It appears in general that the students who responded were relatively positive about the program, only one was negative and he was not negative about the program but rather about the tutor he had been assigned to. Seven students said they mastered the courses they were tutored in, seven said they had not and one did not answer the question. Of those who did not master, they all said tutoring had helped them, and 80 percent of all those responding said they now felt more confident in their ability to learn. Eighty percent of the respondents said they planned to return for more classes at SOCJC and of these 46.7 percent said tutoring had an impact

on this decision. In rating the quality of tutoring 73.3 percent said it was good or excellent and 93.3 percent stated that the program was managed effectively. Thirteen students 86.7 percent said they would use the tutoring services again. When asked to identify problem areas in the program most often indicated were more privacy and individual attention in the tutoring process. In the area of what the students were most satisfied with, the most popular responses were the promptness with which they got tutors and the whole program. The written comments to both these questions and all other responses can be seen in Table I.

A second group of people who evaluated the program were those who acted as tutors. Seventy-one questionnaires were distributed and 34 were returned giving a 47.9% response rate, but of the 34 responding, 13 (38.24%) had not been used as tutors. The greatest percent of tutors indicated they felt the program was very beneficial for the students involved (41.18%), that the program was managed effectively (44.12%), and that the program should be continued (64.71%). These percentages might have been higher if the non-response rate had been lower but since 13 of the tutors had not been used, they could not respond to these questions. When asked to comment on the areas of the program needing improvement, major areas identified were: getting help for the student earlier in the semester, the contact policy especially the initial contact, a better definition of the responsibilities of the tutor and tutee, and the system used in keeping track of time. The areas in which they were most satisfied with included: the satisfying feeling gotten from helping students reach their goals, the receiving of payment without any problem, and the type of tutoring situation able to be set up. Other responses and comments can be seen in Table II.

Seventeen out of the 28 faculty members who had students being tutored responded to the questionnaire which sought their reaction to the program. This response rate was the best for the three questionnaires at 60.7 percent but still not large enough to give optimal results. Thirty-six students were in classes

of the 17 responding faculty members. Faculty members indicated that 80.55% of the students either received M's or improved and 58.82% of the faculty said the program played some part in that improvement. Forty-seven and sixty hundredths said they saw the students' attitudes as changing in a positive direction, 78.82% indicated the efficiency of the program as being either good or excellent, and 82.35% believed the program should be continued with none saying it should be discontinued. When asked to indicate changes in the program, two points appeared more often than others. They were: the program started too late and a report should be furnished to the instructor. In listing benefits, the major ones appear to be: the individual contact and the accessability to the students. All responses can be seen in Table III.

SUMMARY

It appears that in the short time the program has been in existence, it has been an effectively used program by many students. There are some problems listed by students, faculty, and tutors but none appear to be insurmountable and many are already being taken care of during the summer semester. Many assets were also listed as well.

Wider publicity, and continued running of the program over another two semesters with some of the suggested changes made should then allow for a comprehensive evaluation of the program. But to this point the indication is that the program has been relatively effective with those it has reached.

TABLE I

Student Responses to Questionnaire
N = 15

Question	Number of Responses	Percent of the Total Responding
1) Did you master the courses you were tutored in?		
Yes	7	46.7
No	7	46.7
2) Did tutoring contricute to your mastery?		
Yes	8	53.3
No	2	13.3
Maybe	1	6.7
3) If you didn't master, did tutoring improve your comprehension of your subject matter?		
Yes	7	100.0
No	0	0
4) Are you more confident in your ability to learn?		
Yes	12	80.0
No	1	6.7
5-a) Do you plan to return for additional classes?		
Yes	12	80.0
No	2	13.3
5-b) Did the tutoring have an impact on your decision?		
Yes	7	46.7
No	3	26.7
Some	2	13.3
6) Rate the quality of tutoring		
Excellent	5	33.3
Good	6	40.0
Average	2	13.3
Poor	1	6.7
7) Is the program management effective?		
Yes	14	93.3
No	0	0
No Comment	1	6.7
8) See written comments		
9) See written comments		
10) Would you use tutorial services again?		
Yes	13	86.7
No	1	6.7
Never contacted tutor	1	6.7

TABLE I (Cont'd)

Written Comments:

Question 3 - Did the tutoring improve your comprehension of the subject?

1) Yes - more time for explaining
2) Yes - had death in family so could not complete tutoring
3) Yes - well qualified tutor if we had a longer time (beginning of class) to work together would have had an "M"
4) Yes - needed more time - helped me learn how to study and I believe in myself again
5) Yes - improved my comprehension and if I ever fall behind I will ask for tutoring as soon as the need arises.
6) Yes - to comply with the tutoring standards I became more dedicated to my study, resulting in exercising the subject

Question 8 - What areas of the program need improving?

1) Time sheets and telephone contacts
2) None
3) Provide a tutor from the start of classes
4) More privacy
5) Better quality of physics tutors - I know more than he did
6) Fine the way it is
7) Do not let the tutor bring children while tutoring so more personal attention can be given to the student.
8) Poor contact, tutor quite involved and busy
9) Better selection of tutors for a particular subject

Question 9 - With what areas are you most satisfied?

1) All - 2
2) I felt I received prompt attention in getting a tutor
3) Promptness of getting a qualified tutor
4) I am to myself and I can concentrate better, on what is going on and I can think better and learn better
5) Can't think of any a present overall good program as far as organization
6) Tutor was great but it was just too late
7) Was very glad the College had a tutorial service. Thank you
8) The individual help
9) It would help since most instructors don't have the time to give students individual attention needed
10) Promptness in selection of a tutor
11) Program is excellent and tutor very understanding

EVALUATION OF THE TUTORIAL ASSISTANCE PROGRAM

FOR THE STUDENTS

Please assist us by filling out this questionnaire regarding the Tutorial Assistance Program. Your replies will be kept confidential and will be utilized in our efforts to continue to improve the tutoring program. After you complete the questionnaire, please return it by May 26th in the enclosed envelope.

Thanks for your help!

Sincerely,

Barbara A. Jackson

Dorscine Spegner Littles

YOUR NAME _____

1. Did you master the course(s) you were tutored in?

2. Do you feel tutoring was a major contribution to your mastery?

3. If you did not master your course, did the tutoring improve your comprehension of your subject matter? Why or why not?

4. Do you feel more confident in your ability to learn after receiving tutoring?

5. Do you plan to return to SOCJC for aditional classes? If yes, did the tutoring you received have any impact on this decision?

6. How would you rate the quality of the tutoring you received? (excellent, goo, average, poor)

7. Do you feel the program is managed effectively? (time span between requesting tutor and receiving one, telephone contacts, time sheets, etc.)

8. What areas of the program do you feel the most satisfied with? Please specify.

10. If the need arose, would you use the tutorial services again?

Please check if appropriate:

____ I never contacted my tutor

____ I was unable to contact my tutor

____ I requested a tutor but was never assigned one

Other:

Additional comments regarding the tutoring program:

TABLE II

Tutor Responses to Questionnaire
N = 34

Question	Number of Responses	Percent of the Total Responding
1) Do you feel the program was beneficial in helping students master courses?		
Yes	14	41.18
No	4	11.76
Don't Know	2	5.88
No Response	14	41.18
2) Was the Program managed effectively?		
Yes	15	44.12
No	2	5.88
Don;t Know	1	2.94
No Response	16	47.06
3) See written comments		
4) See written comments		
5) Should the program be continued?		
Yes	22	64.71
No	0	0
No Response	12	35.30
6) Check the following which apply		
a) Was never requested to tutor	13	38.24
b) Would like to continue to be a tutor	17	50.00
c) Withdraw my application	3	8.82
d) Available 1) Summer 1976	20	58.82
2) Academic year 1976-77	20	58.82

WRITTEN COMMENTS

Question 3 - What areas of the program need improving?

1) I think time sheets should be given to the tutors, If they were last year I knew nothing about them
2) It could be possible to compare the tutee's and the tutor's time sheets instead of requiring both signatures on both sheets
3) Telephone contacts
4) Initial contact between tutor and student. I was a student and could not contact him, I waited 2 1/2 weeks for him to contact me
5) I didn't get to tutor, so I am not qualified to judge
6) Tutees not meeting appointments
7) Have logistics growing pains of new program - to be expected
8) I tutored veterans and there was some problems in payments. The payments were made to them and then they paid me, which was not ideal

TABLE II (Cont'd)

9) Tutee and tutor responsibilities were not made clear
10) Student should know how to use the LRC, students need help mostly in the area of study skills; is a lack of confidence need some positive reinforcement
11) If anyone wants a tutor, TAP should find them one
12) More information on what a tutors' responsibilities are and how to help the student more
13) Initial meeting with student
14) I did not participate in the program long enough to be qualified to answer any other questions
15) Would be better if tutee got help earlier before situation became critical
16) Tutoring program should be in effect all semester (especially in art)
17) (a) Identification of those needing tutoring early in class
    (b) Need specific training for tutors asked to work with students who can not read
    (c) Tutee needs to know he must keep appointments
    (d) A student should never be told directly or indirectly that having a tutor will insure mastery of a course
    (e) Need some "study skills" courses before beginning school

Question 4 - What areas of the program are you most satisfied with?

1) Payments
2) Seeing tutees gain there goals
3) Learned a few things myself
4) Having the center staffed throughout the day
5) One to one situation
6) French language
7) Payment with no hassle
8) Personal satisfaction from teaching
9) Need more experience but it is satisfactory feeling to help someone else
10) Liked being able to work at home with my tutee, it fit into my schedule better
11) The only thing satisfying to me is knowing the school recognizes the fact that a number of students are having a lot of trouble with some rather simple courses. Hopefully will lead to identifying students who need remedial help

EVALUATION OF THE TUTORIAL ASSISTANCE PROGRAM

FOR THE TUTORS

Please assist us by filling out this brief questionnaire regarding the Tutorial Assistance Program. Your replies will be kept confidential and will be utilized in our efforts to continue to improve the tutoring program. After you complete the questionnaire, please return it by May 26th in the enclosed envelope.

Thanks for your help!

Sincerely,

Barbara A. Jackson

Dorscine Spigner Littles

YOUR NAME _____

1. Was the program beneficial, form your point of view, in helping your tutee(s) to master their course(s)?

2. Do you feel the program was managed effectively? (Payments to you, telephone contacts, time sheets, etc.)

3. What areas of the program do you feel need improving? Please specify.

4. What areas of the program do you feel the most satisfied with? Please specify.

5. Do you feel the tutoring program should be continued?

Please check:

____ I was never requested to tutor

____ I would like to continue to be available as a tutor

____ Please withdraw my application

____ I will be available as a tutor

Summer, 1976 _____ Academic year 76-77 (Sept-May) _____

Additional comments regarding the tutoring program:

TABLE III

Faculty Responses to Questionnaire
N = 17

Question	Number of Responses	Percent of the Total Responses
1) What grade was received in your class? (36 students were reported on)		
M	17	47.22
Improved	12	33.33
TW	6	16.67
OW	1	2.78
2) Whan students improved did tutoring have an effect?		
Yes	10	58.82
No	1	5.88
Maybe	2	11.76
3) How would you rate the efficiency of the tutoring program?		
Excellent	4	23.53
Good	6	35.29
Average	0	0
Poor	0	0
Don't Know	3	17.64
4) Did you notice a positive change in student attitude?		
Yes	8	47.60
No	5	29.41
5) See written comments		
6) See written comments		
7) Would you like to see the program continued?		
Yes	14	82.35
No	0	0

WRITTEN COMMENTS

Question 5 - What changes would you suggest?

1)Furnish "performance information" on individual tutors to faculty
2) Letters of recommendation should not be carried by the students back to the counseling area
3) Started too late and lack of communication between student and tutoring program
4) Started too late.

5) If possible I think you should pay tutors with a degree (B.S., etc.) $5/hr instead of $2.50/hr.
6) One student tutor was not prepared and he was disappointed with the program
7) A report to instructor as to how the student is doing

Question 6 - What benefits does the program have?

1) One-on-one contact with a peer
2) student does not feel so alone and helps busy professors - Think its great - many students don't want to ask instructors for help
3) Improved contact chances between students capable of offering help
4) Its accessability
5) It is available to all students not just V.A.
6) Help to non vets
7) Available to deserving students at no costs to them
8) Gives individual assistance to students who require more help than instructor has time to provide
9) Helps students learn
10) Values of tutoring varies with student
11) It gave some of the students more self-confidence

EVALUATION OF THE TUTORIAL ASSISTANCE PROGRAM

TO FACULTY MEMBERS

Please assist us by filling out this questionnaire regarding the Tutorial Assistance Program. Your replies will be kept confidential and will be utilized in our efforts to continue to improve the tutoring program. Please return your completed form to either Barbara Jackson or Dorscine Littles in the Counseling Center by May 26.

Thanks for your help!

NAME _____

You recommended the following students to receive tutoring. Please indicate whether or not these students either mastered, improved but did not master, TW'd or OW'd.

	M	IMPROVED	TW	OW
1.				
2.				
3.				
4.				
5.				

1. Do you feel those students who mastered or improved would not have done so without the benefit of tutoring?

2. Did you notice any changes in the student's attitude, either about himself or SOCJC once he began tutoring?

3. How would you rate the efficiency of the tutoring program? (excellent, good, average, poor)

4. Do you suggest any changes in the tutoring program? If yes, what?

5. What do you feel is the most beneficial aspect of the tutoring program?

6. Would you like to see the program continued?

Additional comments regarding the tutoring program: